ATTITUDE OF THE SCHOOL MANAGEMENT TOWARDS THE ROLE OF THE PHYSICAL EDUCATORS IN SCHOOLS AFTER NATIONAL EDUCATION POLICY 2020 - A SURVEY OF SCHOOLS IN PUNE DISTRICT

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INDEX

Sr. No.	Content	Page. No.
1	Introduction	01
2	Statement of the Problem	04
3	Operational Definitions	05
4	Objectives of the study	05
5	Assumptions	06
6	Limitations	06
7	Delimitations	06
8	Significance of the study	06
9	Review of literature	07
10	Research Methodology	11
11	Population and Sample	11
12	Tools of data collection	11
13	Research Procedure	12
14	Tentative Schedule	12
15	References	13

1. Introduction

Physical Education

Physical education, also known as **Phys Ed.**, **PE**, **gym**, or **gym class**, and in some Commonwealth countries as **physical training** or **PT** is a class that pupils are required to take at school. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement exploration setting to promote health. In addition, physical literacy is a 21st-century term that first emerged in the sport literature before also being applied to physical education. The concept of physical literacy covers a variety of conditions for a student. Whether its motivation, confidence, physical competence, knowledge and understanding for student. Teachers implement these different concepts into their lesson plans to teach and develop students accordingly and appropriately for their individual success and education.

Whether the class produces positive effects on students' health, behavior, and academic performance depends upon the kind of program that is taught. Physical Education programs vary all over the world. However, there are worldwide organizations that allow for a better understanding on how much exercise a child should be getting daily. Popular games in PE include football, netball, hockey, rounder, athletics and cricket.

Trends in Physical Education

Physical education trends have developed recently to incorporate a greater variety of activities besides the skills necessary to play typical team sports such as football or basketball. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help them develop good activity habits that will continue into adulthood.

Some teachers have begun to incorporate stress-reduction techniques such as yoga, deep breathing and chi Tai chi, an ancient martial arts form focused on slow meditative movements, is a relaxation activity with many benefits. Studies have shown that it enhances muscular strength and endurance, as well as cardiovascular endurance. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment, making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit.

PE is very important to students' health and overall well-being. The Centers for Disease Control and Prevention states that between 2015-2016, the prevalence of obesity in preschool-aged children (ages 2–5) was 13.9%, school-aged children (ages 6-11) was 18.4%, and adolescents (ages 12-19) 20.6% among U.S. youth. Since the 1970s the number of children who are obese has tripled

Role of Physical Educators

The NASPE (2003) recommends that children obtain a minimum of 60 minutes of physical activity in a day. It is not possible in most schools to provide the 60 minutes of daily physical activity for every student through the physical education program alone; this has led to development of the idea of having comprehensive school physical activity programs. Some students attend physical education one day a week; others attend two or three days; and a few have daily physical education. The physical educator is to provide maximum physical activity time within the class period, teach skills and activities that transfer into physical activity outside of physical education class, motivate children to be physically active, and take the role of physical activity director for the school. If students are to receive the amount of physical activity they need each day, other opportunities to be physically active within the school day must be provided. The physical education teacher has unique responsibilities in the school physical activity program to ensure that students are physically active within the physical education class. The physical education teacher also has the responsibility to help direct and guide opportunities for physical activity within the school outside the physical education class.

- **Provide maximum physical activity time within the class period**
- **Teach skills and activities that transfer into physical activity outside of physical education class**
- **Motivate children to be active**

- **Promoting community activities**
- **Homework and "home fun"**
- **Praise for participation**
- **Leading by example**

- **Play a leadership role in the development of the school physical activity program**

Role of School Management Committee:

Education is a three-pronged activity, one is the school, second the student and, third the parents/ community. Where the participation of the parents or community is negligent or absent, education remains a supply model and not a demand model. The progress of a country largely depends on the growth of the education system, a system that is dynamic and matches the best practices in the world.

The Right to Education Act of 2009, which ensures free and compulsory education to children of the country, has been lauded as a landmark in the history of India. The Act also enumerates the role of the School Management Committee (School Management Committee) as a very important component of school education. To provide for the participation of the parents in the governance of the academics and activities of the school the RTE Act has empowered the School Management Committee.

Every affiliated school, subject to the State Governments' provision for the same, must have an School Management Committee. The term of the School Management Committee is three years, and it shall meet at least twice in the academic session. The composition of the School Management Committee shall consist of not more than 21 members. At least 50% of the members must be women. The composition of the School Management Committee ensures the involvement of parents, teachers, teachers of other school, and representatives of the Board.

Powers and Functions of the School Management Committee:

The School Management Committee ensures that: -

1. Admissions are made without discretions.
2. The welfare of teachers and other employees are taken care of.
3. Appointment of teachers and other employees shall be made with the committee's approval.
4. The School Management Committee shall have financial powers beyond those delegated to principal.
5. It can audit the academics and activities without interfering with the freedom of the Principal.
6. The fees and other charges shall be approved by the School Management Committee.
7. The budget presented by the Principal shall be reviewed by the School Management Committee.

8. The School Management Committee shall also review the steps taken for the safety and security of the students and staff of the school;
9. The School Management Committee shall also look into the grievances of the staff and deal with these appropriately.

Thus, when the community, the parents, the teachers and the management of the school come together, then the systems as envisaged by the architects of the education systems prevalent in the nation become comparable to that of international standards. Hence, the School Management Committee members must be aware of the laws of the State pertaining to education and must know their rights and duties, their extent of powers.

National Education Policy 2020

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

2. Statement of the Problem

There are many of research that have been done in this area as to measure the attitude, the way of thinking towards physical education subject, participation in the sports, games and exercise show that attitude of some students as well as parents differs with positive and negative impact in the field . According to some studies, the impact varies towards the physical education and the physical educators. There is a need of understanding the attitude of the students towards the physical educators, there is considerable change in the attitude of the students, parents, school management, and subordinate staff towards the physical educators hence it is necessary to check

their attitude towards the role of physical educators in schools after the implementation of National Education Policy 2020. Although the physical educators are important for the overall development of the students in the school, their role differs in the school. So the researcher decided to take up the presented topic to check the attitude of the school management towards the role of physical educators in the Schools. The researcher will select below cited problem-

"Attitude of the School Management towards the Role of the Physical Educators in Schools after National Education Policy 2020 - A Survey of Schools in Pune District"

3. Operational Definitions

1. Attitude

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. It is the state of the School Management, Subordinates and Educators for the learning and teaching way of thinking tendency.

2. School Management

In this research School Management is described as the functions, role and academics of the school is administered by them.

3. National Education Policy 2020

In this research it is defined as the formulation of the education policy by the Government of India in the Year 2020 and its implications in the education system.

4. Physical Educators

The teachers for the subject of the physical education in schools are hereby defined as the Physical Educators.

4. Objectives of the Study

- To know the present status of the School Management authorities attitude towards Physical Educators role in the schools after implications of National Education Policy 2020.
- To study the impact of implication of National Education Policy 2020 in the education system and the status of Physical Educators in schools.
- To evaluate and describe changing norms in Education Policy after implication of

5. Assumptions

- It is assumed that the School management, other subject teachers, physical educators will give the positive response to the questionnaire.
- It is assumed that with help of questionnaire the researcher will be able to reveal the attitude of the School Management towards the role of physical educators in Schools.

6. Limitations

- The researcher has no control over the mental state of the School management, Subordinate teachers and physical Educators at the time of administering the questionnaire; hence it is limitation to the study.
- The researcher has no control over their knowledge, habits, economical status of the management, teachers and educators.
- The researcher has no control over the biased answers given by the management, teachers and educators while administering the questionnaire.

7. Delimitations

- The study is delimited to the schools which are located in Pune.
- The study is delimited to English Medium Schools only.
- The study is delimited to Schools which are located in urban of Pune only.
- The study is delimited to aid and unaided schools located in Pune.

8. Significance of the study

- It will be helpful to know the researcher to understand attitude of the School Management towards the role of physical educators in Schools.
- Through the questionnaire the researcher will analyze the attitude of the School Management towards the role of physical educators in Schools.

There is a need of understanding the attitude of the School Management towards the role of physical educators in Schools. There is considerable change in the attitude of the School Management towards the role of physical educators in schools hence it is necessary to check their attitude after implication of National Education Policy 2020. The researcher will develop the teacher made questionnaire for checking the School Management's experience and their thinking way towards the physical educators in schools. Through the help of the questionnaire

the researcher will know the School Management's way of thinking towards the physical educators in schools after National Education Policy 2020. Thus, for this researcher will implement the questionnaire on the School Management authorities on the physical educators in the schools selected by him.

9. Review of Related Literature

The researcher has gone through various databases to find out the related studies which are presented below:

Solanki. V (2011). The present study titled as A Study of Interest and Attitude of Public/Government/Convent School Principals of Delhi State towards Physical Education and Sports aims at investing about the interest and attitude of various school principals towards physical education and sports. For the purpose of investigation, the data was obtained covering the principals heading the schools in Delhi, further delimited to west Delhi schools both government and public/convent schools (delimitation of study). Further, the selection of the principals was based on convenient sampling to obtain relevant information through administering the questionnaire. The research scholar approached personally a total of 125 school principals, from different schools of west Delhi.

Luthra, Shashe B. (2012) the researcher examined the Attitude of University Teachers and Students towards Physical Education and Recreation for the purpose of present study, three hundred sixty (N=360) male university teachers and students from Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra were selected. The purposive sampling technique was used to attain the objectives of the study. Attitude scale of sports is a standardized tool which has already been used in many research/psychological investigations. Attitude scale of sports which was developed by G.S. Kang was used for the present study. The scale consists of 24 items and subjects rated each item on a 3 point Likert scale, ranging from (Agree); (Do not Agree) and (Undecided). The survey method through the technique of questionnaire had been adopted to collect the relevant data for this study. Three hundred sixty (N=360) male university teachers and students from Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra were selected for the purpose of the study. The researcher used Statistical Package for the Social Sciences (SPSS) to compute the data of this study.

Howard et al. (2011) Identifying and understanding correlates of school children's physical education activity participation are critical to promoting current and lifelong physical activity

participation of children. Among other factors, children's attitudes are considered to be a key element influencing physical activity participation. Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school and demonstrate higher physical activity amounts than those with less positive attitudes. Fostering children's positive attitudes toward physical activity would be conducive to the promotion of current and lifelong physical activity participation of children. Aims at to examine high school students' attitudes toward Physical Education Activity (ATPEA) and their sports activities preferences. Participants were 1,317 students in grades 9-12th (603 boys and 714 girls) from five urban public school districts. The Physical Education Activity Attitude Scale (PEAAS) adapted version was employed for data collection. One-way ANOVA revealed that the five highest scores were Items 2, 16, 11, 18 and 5 on the PEAAS. The overall mean score (70.160±3.948) indicated positive ATPEA for the participants. The independent group ANOVAs identified significant ($p<0.01$) differences in ATPEA scores with respect to participant's gender, ethnic group and socio-economic status (SES). Girls scored higher than boys in Items 2, 13 and 15. Caucasian students scored higher than other four ethnic groups in Items 8 and 10. Students with middle SES scored higher than students with low and high SES in Item 2. The current ATPEA status of the participants appears to be positive. There are some crucial factors that structure the participants' ATPEA. These factors are related to students' perception, benefit, care and value about physical education programs and sports activities.

Udaji et al. (2011) conducted a study to find out the attitudes of principals of different colleges of Gujarat towards physical education and sports. A total of 348 principals have selected randomly as subjects for the purpose of the study. Questionnaire was constructed and developed by the research scholar in consultation with the subject experts. All the essential items regarding attitude were incorporated in the questionnaire. The questionnaires were administrated to subjects through contact. Detailed instructions were explained well to the subject before administration of the questionnaire to assure them that the responses given would be kept strictly confidential and utilized for the research purpose only. On the basis of researcher's own experience, expert's opinion and available literature it was hypothesized that there would be no significant difference between attitudes of subjects towards physical education and sports. The study has revealed that the principals of North Gujarat have more positive attitudes towards physical education and sports than the principals of Central Gujarat. The principals of North

Gujarat are having more positive attitudes towards the physical education and sports than the principals of Saurashtra.

Amanda et al. (2010) investigated relations between implicit and explicit attitudes toward physical activity, as well as the role of individual differences in introspective access as a possible moderator of implicit–explicit attitudinal concordance. The design was non-experimental and involved self-report and behavioral measures. Undergraduate students (N = 203) completed explicit measures of attitude towards physical activity and its outcomes. They also completed a SingleCategory Implicit Association Test adapted to assess implicit evaluative attitude towards physical activity. Implicit and explicit attitude towards physical activity attitude towards physical activity were unrelated and neither private selfconsciousness nor private body consciousness moderated the relation. These findings support the theory that implicit and explicit attitude towards physical activity is independent systems. We discuss the implications of these findings for physical activity promotion efforts.

Damien et al. (2009) conducted a study with the purpose to determine the attitudes held towards physical activity of a select group of parents/ guardians who had children enrolled in a youth sports program in a small non-urban state located in the Mid Atlantic region in the United States, Parents/guardians (N = 83) completed the Attitude Towards Physical Activity Scale (ATPA; Kenyon, 1968) to determine if their a) involvement in physical activity, b) participation in physical activity and c) attitude towards physical activity were dependent on gender and Wellness lifestyles (smoking and weight management). Chi-square analyses and repeated measures ANOVAs were conducted to evaluate the hypotheses. Results revealed that gender was independent of parents/guardians involvement and participation in physical activity. Parents/guardians who did not consider themselves "normal weight" rated their participation in physical activity as the same or less in comparison to others of the same age {x (4, n ^ 82) = {.907, p 0,05, t S - 0,427, Overall it was found that women were more motivated than men to participate in physical activity for aesthetic and social reasons and least motivated for vertigo reason, while men were more motivated than women to participate in physical activity for vertigo, catharsis, and health reasons.

Kocak & Hurmeric (2006) conducted a study to investigate the attitudes toward physical education in a sample of primary school students and examine the predictive influence of students' sex, grades in physical education classes, and parents' education and socioeconomic

status on students' attitudes. Participants, 963 (474 girls and 489 boys) primary school students from Grades 6 (12.7%), 7 (10.3%) and 8 (77%), completed the Wear Attitude Inventory. Analysis indicated students had positive scores on General Attitudes rather than on Social, Emotional, and Physical Attitudes. In addition, girls ($M = 32.6$, $SD = 3.9$) had more positive General Attitudes than boys ($M = 32.0$, $SD = 4.6$). Also, students' grades in physical education classes were statistically significantly related to their Attitudes toward physical education (Wilks lambda, $F1, 1110 = 2.88$, $p < .05$). However, parents' education and socioeconomic status were not. One may infer that ways of encouraging more favorable attitudes might be planned.

Lindy (1998) assessing parent attitudes toward physical education is important in determining whether students are projecting their own attitudes toward physical education or simply reflecting the views of their parents. The purpose of this study was to identify the attitudes of middle school students and their parents toward physical education and to examine the relationship between them. In addition students and parent's gender, ethnicity, and socioeconomic status were examined with relationship to their attitudes. Subjects in this study were 207 seventh-grade students who were enrolled in physical education during the spring semester of 1996-1997, at an urban middle school in Northern California. The 207 parents represented in this study were the adult person or persons who were living at the child's principal residence or with whom they had the most significant contact. A 20-item questionnaire, the Physical Education Activity Attitude Scale (PEAAS), derived from theoretical attitude constructs (Mowatt, DePauw, und Hulac, 1988) was used to gain information about student and parent attitude toward physical education. The constructs used to organize sections of the questionnaire were related to (a) general attitude, statements representing one's personal feelings or attitudes toward physical activity; (b) physical education attitude, statements describing how one viewed physical education as an offering in the curriculum; and (c) scientific basis attitude, statements which describe how one assesses the scientific benefits of exercise. Results indicated that students' and parents' attitude toward physical education were significantly different in the over-all category scores and in the general attitude and scientific basis construct areas. No significant differences were found between gender, ethnicity and socioeconomic status on attitudes toward physical education.

Adams & Brynteson (1992) conducted a survey on alumni attitudes about their college physical education activity (PEA) program and current exercise habits was sent to a representative sample

(N = 3169) of alumni who had graduated between 1970 and 1984 from four private colleges. The percent returned was 48, 31, 43, and 41 from Colleges A-D, respectively. Three of the four colleges had required PEA programs. College A had an eight-credit-hour requirement, College B required four credit-hours, College C required two credits, and College D did not have a PEA requirement. Results indicated a significant difference among the four colleges in the alumni's perceived value of their college PEA program in terms of its contribution to their knowledge about fitness, attitude towards fitness, and current exercise habits. Additionally, alumni differed in their perception of the health value of exercise and in their frequency of weekly exercise. When alumni exercise behaviors were quantified by aerobic points and classified according to type of activity, no statistically significant differences were found. The conclusion of the study was that the attitudes and exercise behaviors of alumni are related to the type of college PEA requirement; however, aerobic points earned are not affected. Students graduating from colleges with higher PEA requirements demonstrate more positive exercise attitudes and behaviors.

10. Research methodology

In the present study the researcher intends to investigate the attitude of the school management towards the physical educator's role in schools, so "**Descriptive Survey**" method will be used to collect the data. The research methodology adopted for the present study is analytical in nature. The present study makes an attempt to put forth the facts, approach and status along with impact in post implication of National Education Policy 2020.

11. Population and Sample

As the study is about Attitude of School Management towards the role of physical educators after National Education Policy 2020, so Schools from urban area, which is in Pune district, are considered as the population.

The schools will be selected by the Cluster Random Sampling technique method. Thus, researcher will choose the sample by cluster random sampling technique, so the samples will be from different clusters in Pune district.

12. Tools of data collection

To analyze the attitude of the School Management towards the role of Physical Educators in

schools the researcher will construct a questionnaire. The items will include questions to find information regarding the benefits, person's sense of well-being, tensions anxieties, past experiences, participation in the sports, performance of the physical educators, observation of the classes, content knowledge of the subject, whether poses degree in the subject, number of classes for educators, comparison with other subject teachers, work load and importance of physical educators in schools.

For analyzing the data collected from different schools which were selected by researcher the descriptive analysis and chi square will be incorporated.

13. Research Procedure

In this study the researcher will study the research problem and samples will be selected from the different clusters through 'Cluster Random Sampling'. Data identification will be done through the sampling method. For developing the questionnaire researcher will examine the references, study the literature available, and to search the past research related to the topic of the Attitude of School Management towards the role of Physical Educators. For the construction of the questionnaire the different aspects like Psychology, Social, Health, Physical and Emotional, content knowledge will be studied and questions will be analysed through it. The developed questionnaire will be given to the experts for the finalisation and feedbacks. In this study the researcher will develop or use a standardised Questionnaire for the investigation about the attitude towards the role of physical educators and a pilot study will be conducted on the Principals permission of the respective school selected from the clusters. Thus, the Questionnaire will be filled up from the management and subordinate staff which will be selected though the random sampling technique and the data will be analyzed.

14. Tentative Schedule to Complete the Research

Work to be done	**Duration**
Contact with selected Schools & Teachers	2 Month
Development of the Questionnaire	3 Month
Standardization of the Questionnaire	2Month
Printing of Materials & arrangement of Finance	2 Month
Pilot Study on the Selected school from the cluster	2 Month
Implementation of the Questionnaire	4 Month

Data Collection from different Schools in Pune	4 Month
Data Organization and Statistical Analysis	2 Month
Report Writing	4 Month

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